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HSPM 7230 - Health Leadership and Strategic Planning

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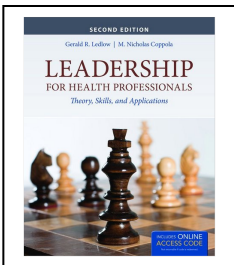
Georgia Southern University
Jiann-Ping Hsu College of Public Health
HSPM 7230: Health Leadership and Strategic Planning
Spring 2015

<u>Instructor:</u>	Samuel Opoku
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<u>Office Hours:</u>	Monday & Thursday: 8 am - 12 pm Other times by appointment
<u>Class Meets:</u>	Tuesdays: 6:30 pm-to-9:15 pm in Hendricks Hall, Rm 3001

Prerequisites: Admission to the MPH Program

Catalog Description: This course examines the dynamic nature of organizations in the health services field and the implications for leaders and managers within the context of organizations as open systems from an individual, group and system perspective. The course examines principles of strategic leadership/management applied to health care organizations amid a changing environment and focuses on improving organizational efficiency, effectiveness and efficacy through leadership principles.

Required Textbook: Ledlow, Gerald R. & Coppola, M. Nicholas (2014). Leadership for Health Professionals: Theory, Skills and Applications, 2d edition, Jones and Bartlett Publishers, Inc: Sudbury, Massachusetts. ISBN-13: 9781284026887
<http://www.jblearning.com/catalog/9781284026887/>



MUST USE 3rd Edition: *Check Publisher Website for Supplemental Material and check the Course Web Page frequently for additional readings and materials.*

Program Competencies: At the completion of the M.P.H. degree program all students will be able to :

1. Define the main components and issues of the organization, financing and delivery of public health systems in the US.
2. Describe the legal, values and ethical dilemmas in Public health that are inherent in efforts to control cost, while assuring access and quality of services for the public.
3. Apply the methods of ensuring community health safety and preparedness.
4. Apply the policy development, assessment, and evaluation process for improving the health status of populations.
5. Describe the principles of program development, management, budget preparation with justification and evaluation as related to public health initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality, cost benefit and performance improvement concepts to address organizational performance issues in Public Health.
8. Define how "systems thinking" can help solve organizational public health problems.
9. Demonstrate health policy and management effectiveness using appropriate channels and technologies (i.e., GIS) in public health.
10. Demonstrate leadership skills for building partnerships in public health.
11. Define trends in planning, resources allocation, and financing and their effects on consumers, providers, and payers in public health.
12. Compare the economic, professional, social and legislative influences on public health systems in the US.
13. Define population and individual ethical considerations in relation to benefit, cost and burden of public health programs.
14. Compare the potential impacts of legal and regulatory laws and regulations on the conduct of public health research and practice.

Course Objectives: At the completion of this course the student will be able to (linked to program competencies listed above):

1. Describe the major influences affecting health care organizations as open systems (1, 7, 8, 9, & 10).
2. Discuss leadership and managerial perspectives and theories of administration within organizational structures and apply appropriate styles to various situations (3, 10, & 11).
3. Understand and describe roles, and effective skills, knowledge and abilities of the health care leader and manager in
 - Executive leadership
 - Organizational management
 - Strategic management
 - Business enterprises and
 - Clinical and business service components (1, 3, 4, & 10).
4. Describe how individuals are motivated to perform effectively and develop motivational plans with which to lead people (3, 4, & 11).
5. Assess conflict and negotiation situations and apply situational leadership and management to the conflict and negotiation episode (3 & 7).
6. Provide a framework for jobs and organizational work groups (1 & 4).

7. Describe relationships among work design, motivation, and information flow (1, 4, 5 & 11)
8. Describe the importance, sources, and uses of power and politics (3 & 10).
9. Understand strategies and tactics for increasing power (3 & 10).
10. Understand conditions that contribute to power abuse and their consequences (6 & 7).
11. Discuss how decisions are made about designing organizational structures (1 & 6).
12. Describe various inter-organizational relationships such as
 - Non-coercive and
 - Strategic relationships (3 & 10).
13. Describe innovation and change as complex and nonlinear sequences of events (10 & 11).
14. Assess organizational performance (2, 4, 5, 6, & 11).
15. Compare and contrast approaches to quality assurance and quality improvement (11).
16. Describe strategies to achieve an effective health care organization (1 & 6).
17. Develop a framework to analyze strategy (1) and
18. Describe major advantages that form the basis for competitive strategies (1 & 9).

Overview of the Content to be Covered During the Semester:

Week	Topic	Readings	Assignment (NOTE: All Exercises are Optional and are not formally Graded)
1	Introduction		Books selection, course overview, discussion. Select Research Paper Topic and get approval.
2	Leadership Foundations	Chapter 1, in Text and Supplementary Documents	Complete Exercises (1-4) for each chapter assigned
3	Leadership Foundations: Self Assessment and Anatomy of Theory	Chapters 2 & 3 in Text and Supplementary Documents	Complete Exercises (1 – 4) for each chapter assigned;
4	Leadership Foundations: History of Leadership Theory & Models	Chapter 4, in Text and Supplementary Documents	Complete Exercises (1-4) for each chapter assigned
5	Leadership Principles	Chapter 5 in Text and Supplementary Documents	Complete Exercises (1-4) for each chapter assigned ;
6	Leadership Principles	Chapters 6 & 7 in Text and Supplementary Documents	Complete Exercises (1-4) for each chapter assigned
7	Leadership : Contemporary Models	Chapter 8 in Text and Supplementary Documents	Complete Exercises (1-4) for each chapter assigned ; Prepare/discuss results of DCL & Bolman & Deal; Turn in self-assessment paper via email attachment to Dr. Opoku at sopoku@georgiasouthern.edu
8	Leadership Practice in Health Organizations CHAPTERS 1 – 8 IN-CLASS MID-TERM EXAMINATION	Mid-Term Exam	MID-TERM EXAM
9	Leadership Practice in Health Organizations	Chapters 9 & 10 in Text and Supplementary Documents	Complete Exercises (1-4) for each chapter assigned
10	Leadership Practice in Health Organizations	Chapter 11 in Text and Supplementary Documents	Complete Exercises (1-4) for each chapter assigned Short Theory Paper Due via email attachment
11	Leading People and Managing Resources	Chapter 12 in Text and Supplementary Documents	Complete Exercises (1-4) for each chapter assigned;
12	Leading People and Managing Resources	Chapter 13 in Text and Supplementary Documents	Complete Exercises (1-4) for each chapter assigned;
13	Leading People and Managing Resources: Leading Systems	Chapters 14 in Text and Supplementary Documents	Complete Exercises (1-4) for each chapter assigned Research Paper Due (send via email attachment to Dr. Opoku next class meeting)

14	Synthesis of Leadership Models/Theories	Chapters 15 in Text and Supplementary Documents	Complete Exercises (1-4) for each chapter assigned
15	Evaluation of Leadership Models/Theories	Chapters 16 in Text and Supplementary Documents; catch-up week.	Complete Exercises (1-4) for each chapter assigned
16	Final Exam in Class	Preparation for Final Exam, Final Exam in Class	Final Exam

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio or publications. You have the right to review anything selected for use, and subsequently ask for its removal.

Instructional Methods: Class meetings will be a combination of lecture, class discussion, computer demonstration, and group work. Written assignments, presentation material, digital tools and aids, a mid – term exam and a final examination constitute the basis of student evaluation.

Exam Schedule: Mid-Term Examination: Week 8 of Course
Final Examination: Last week (Final Exam Week) of course.

Grading: Weighting of assignments for purposes of grading will be as follows:

Mid-Term Exam (Written).....	300 points (30%)
Final Exam (Written).....	350 points (35%)
1 Theory Summary (50 points).....	50 points (5%)
1 Self-Assessment (50 points).....	50 points (5%)
Healthcare Issue Research Paper.....	250 points (25%)
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Total Possible Points	1000 points (100%)
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NOTE: You do not have to turn in the end of chapter exercises but it is highly encouraged that you complete the exercises on your own.

The following point scale will be utilized in grading:

900-to-999 points (90%) A
800-to-899 points (80%) B
700-to-799 points (70%) C
600-to-699 points (60%) F

A cumulative total of 699.99 points or less will be considered as failing. For calculation of your final grade, all grades above will be included. All exams and assignments will be graded and returned

promptly so that students may accurately calculate their grades at any point in time during the semester.

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc...). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. *Nota Bene:* Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

NO EXTRA CREDIT PROJECTS WILL BE ASSIGNED!

Index of Assignments and Evaluations to Course Learning Objectives

	<u>Course Learning Objectives</u>
Exams	1, 2, 3, 4, 6, 8, 9, 10, 11, 12, 14, & 15
Theory Summaries	7, 13, 14, 16, 17
Self-Assessments.....	3, 5, 7, 8, 9, & 10
Research paper.....	1,3, 14-18.

Assignments/Deliverables/Examinations

The instructor will explain assignments/deliverables/examinations in class; the following is a summary of the assignments/deliverables/examinations:

Mid-Term Examination: This exam is written and could include the following evaluation formats: multiple choice, true or false, matching, fill in the blank, short answer, and/or short essay. This exam is based on Chapters 1, 2, 3, 4, 5, 6, 7, & 8 of the Text and all Instructor's Material up to week 8 of the course. This exam will be administered during the 8th week of the course.

Final Examination: This exam will comprise all material in the course. The final exam could include the following evaluation formats: multiple choice, true or false, matching, fill in the blank, short answer, and/or short essay. **This exam is based on all material in the course** on Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, & 16 and Instructor's Material from week 1 to 15 of the course. **You must select and read at least one case study (back of textbook) prior to the exam.** The final exam will be administered during exam week of the semester.

Theory Short Summary: A summary in the course from self-selected material are required in this course; the summary should highlight the main points and tenets of the/a theory or model. An example to follow on Goal Setting Theory will be provided for this assignment (see web course for example); each section of the example should be included in your summary. Goal Setting Theory cannot, obviously, be selected. Make sure you get approval from the instructor for the theory or model you wish to summarize.

The student must relate the context and content of the theory or model to organizational theory, behavior, development, planning, management or leadership. **The short theory paper must include the construct of COLLABORATION or PROBLEM SOLVING and specifically link those constructs to the theory or model in the paper.** See class schedule for due date.

Self-Assessment Analyses and Summary: One (1) self-assessment analysis and summary are required in the course. The assessment must use the Dynamic Culture Leadership Assessment (assessment will be on the course website) and the Bolman & Deal Reframing Organizations Assessment (also on the web course) and combined with other assessments (at least two [2] others) of the student's choice. Each analysis and summary should highlight the:

- 1) main findings of the assessment(s),
- 2) the major points and tenets of your dominate style or domain,
- 3) how the dominate style will serve you in your career pursuits and
- 4) how you can develop other styles; and
- 5) the student must relate content of the theory or model used for self- assessment to organizational theory, behavior, development, management, planning or leadership.

The assessment should be two (2) pages minimum and not more than four (4) pages in length. **See class schedule for due date.**

Healthcare Issue Research Paper: Select a topical area, get instructor approval and follow the instructions. **See class schedule for due date.**

Potential Topics for 8 to 12 Page Research Paper

These topics are listed as starting points, you can select your own topic but must get permission for your topic regardless if listed below. Note: HSPM 7131 students must integrate Organizational Theory, Behavior, Management and Leadership into the paper and HSPM 7230 students must integrate Strategic and/or Operational Planning into the Paper.

Potential Topics:

Value Based Purchasing
Reimbursement Implications of Medicare and Medicaid (Conversion Factor, RVU, HCPCS)
Emergency Preparedness (Public Health and Healthcare programs – PHEP and HPP, can select one or the other)
Never Events and Readmissions
ADEs
Succession Planning
Mentoring
Training in New Technology
Healthcare Supply Chain (Strategic Sourcing, Inventory and Management, Purchasing, Charge Capture, Logistical Applications, etc...; select one)
Implication of the PPACA (Affordable Care Act; multiple areas, select one area to research)
EHRs and EMR and Meaningful Use Criteria

Telemedicine and Telehealth Applications and Influence

Healthcare Issue Research Paper Instructions:

The healthcare issue topic must be selected by the student and approved and discussed with Dr.Opoku. The paper must be at least 8 pages in length and not exceed 12 pages in length and thoroughly cover the topic area selected (references and table/matrix not included in length). The paper must include the historical basis and importance of the topic to healthcare operations/mission as well as current trends, issues, operations and solutions to problems regarding the topic. The paper must cover Knowledge, Comprehension, Application, Analysis and Synthesis of the material from the topic selected (based on Bloom's Taxonomy of the Cognitive Domain). References must:

- include at least 20 references where 10 of the references must be no later than year 2006
- Include at least 10 peer reviewed journal articles out of the 20 references and
- Include a citation/main points table/matrix with the paper (include at end of the paper to support all the referenced points of the paper); If you build the table/matrix first, the paper is much easier to develop; example of table follows:

Reference/Citation	Quote/Information	Remarks
Williamson, Oliver E. (2008). "Outsourcing: Transaction Cost Economics and Supply Chain Management," <u>Journal of Supply Chain Management</u> , Volume 44 (2)	"...canonical transaction for transaction cost economics" pg 5	Supports canonical assessment with market, relational and alignment continua
Williamson, 2008	Transactions should be "give and take." pg 5	Supports various styles of strategic sourcing
Williamson, 2008	"James Buchanan advises that economics as a science of contract is underdeveloped and that this should be rectified." Pg 5	Supports the organizational, human dynamics, communication and leadership integration of contracts and partnerships
Williamson, 2008	"...additional gains can be realized if order-preserving mechanisms are devised that enable the parties to preserve cooperation during contract execution." Pg 6	Supports assessment of market and relationship dynamics and supports relationship building styles and organizational alignment of styles

Academic Misconduct: As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued

enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copyright law. Students are authorized to take notes in class, but that authorization extends only to making one set of notes for personal (and no other) use. As such, students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

Academic Misconduct:

"According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website:
<http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
 - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the students discipline record.

First Offense - Not In Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a

charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Deans level will ensure that the students work is evaluated in an appropriate manner.

Academic Handbook: Students are expected to abide by the Academic Handbook, located at <http://students.georgiasouthern.edu/sta/guide/>. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar for the Semester:

The University Calendar is located with the semester schedule, and can be found at: <http://www.collegesource.org/displayinfo/catalink.asp>.

Attendance Policy:

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will not be recorded after this initial period.

Two Final Notes:

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the

syllabus and course material. The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

Lastly, my goal is to facilitate your critical thinking concerning organizational theory, behavior, development and management/leadership in this course; please come prepared for class so you can get the most from this experience.